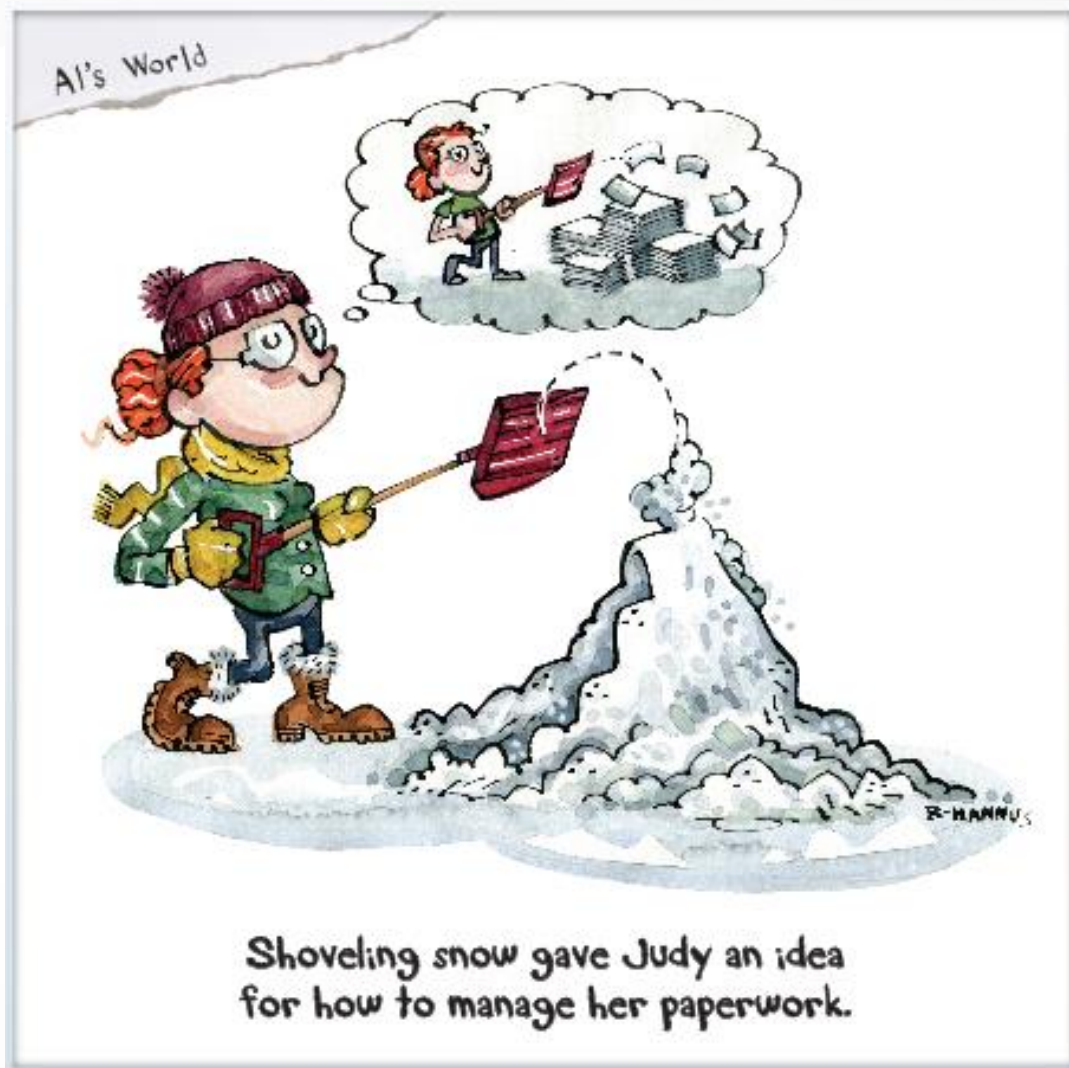


# Special Education Director Call

December 15, 2015

# Happy Holidays!





# College, Career and Life Ready

All students graduate college, career and life ready.



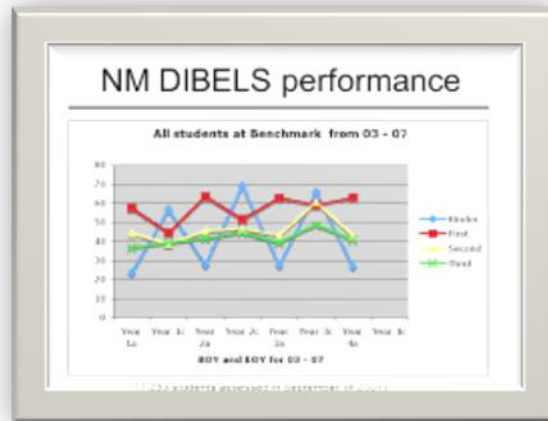
Proficiency in Reading  
by 4<sup>th</sup> Grade

Proficiency in Math  
by 9<sup>th</sup> Grade

# Indicator 17

## SSIP

# State Systemic Improvement Plan





# Reading Specific Learning Disability (SLD)

- State-identified Measurable Results (SiMR): Students with Specific Learning Disabilities will increase reading proficiency to fourth grade from 33.16% to 41.83% by 2018 as measured by the statewide assessment.

# SSIP Theory of Action

State-identified Measureable Results (SiMR): Students with Specific Learning Disabilities will increase reading proficiency prior to fourth grade from 33.16% to 41.83% by 2018 as measured by the statewide assessment.

## Standards of Action

## If...

## Then...

## Near Result(s)

## Far Result(s)

### Data Analysis

General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making...

Instructional practices will improve.

### Instructional Practices & Strategies

The state supports LEAs (i.e., PD, coaching) in the Implementation of evidence-based foundational reading instruction...

Teachers will implement effective reading instruction for all students.

Students with Learning Disabilities will receive evidence-based foundational reading instruction.

Students with Learning Disabilities will receive core instruction.

Increased Reading Proficiency Rates of Students with Learning Disabilities.

### Collaboration

Strong general education and special education collaboration exists...

Students with learning disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).

The family will become a stronger participant in the IEP process and support learning at home.

### Family & Community Involvement

Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in the development of those skills...

Families will be engaged with the school and be able to assist the child with specific learning disabilities.

# From Secretary's Weekly Update

- Last week, the President signed the Every Student Succeeds Act. We are pleased with the bill in that it puts more control of education policy back in the hands of states and local school districts. In the months ahead, we will be investigating every opportunity in the new law to take advantage of flexibility for state and local decision-making. Following the legislative session, we will be bringing together stakeholders to gather input on how we move forward with the best interests of our students in mind. In the short term, nothing changes in terms of standards, assessments or evaluation. We remain under our current ESEA Flexibility waiver until June 30, 2016; most parts of the new bill take effect for the 2017-18 school year. As we get more guidance from the federal level regarding timelines, changes, etc., we will be sure to communicate those with all of you.

# Every Student Succeeds Act (ESSA) Update for Alt Assessment

- Language has changed from allowing 1% proficient scores, to we cannot assess more than 1% of total number of students assessed
- This change may go into effect by July 1, 2016
- We will continue to watch and provide guidance

# College and Career Ready

Students graduate high school ready  
for postsecondary or the workforce

# Youth Leadership Forum

- Youth Leadership Forum is a week-long leadership training and career awareness program for high school students with disabilities. It provides training in leadership, self-advocacy skills and career awareness.
- Delegate applications are due December 18, 2015
- For more information and application, go to <http://tslp.org/YLF.htm> or contact your regional TSLP staff.

# Adult Agency involvement in the transition IEP = seamless transition for your student!

- **TSLP sponsors Transition forums in the fall for networking of available adult agency services. However, some school districts in SD are being successful in sponsoring adult agency panels at their school district during parent teacher conferences or other events! If you are interested, contact your transition liaison for more info.**

# Effective Teachers and Leaders


Students are supported by effective teachers and leaders.

# Need help with an Alt Student?

- Go to this website - <http://doe.sd.gov/oess/AACresources.aspx> , scroll to the middle of the page and click on “Need Help from the SD AAC/CoP?”
- *Purpose:* to assist teachers in meeting the instructional and assessment needs of students with significant cognitive disabilities, as is required to make progress in the general curriculum and demonstrate achievement through alternate assessment
- *Helpline participants:* small work group of Community of Practice members (made up of teachers, administrators, related service providers who have demonstrated high level instructional and leadership skills
- *What they will do:* answer questions from teachers regarding alternate assessment and instruction; guide/facilitate teachers to develop their own unique and appropriate answers to situational questions; provide resources for teachers; provide ongoing support

# Keystone Assessment

- <http://keystoneassessment.com/sd-materials/>



**KEYSTONE**

Professional Development.  
Alternate Assessment.  
Evaluation.

- HOME
- What We Do
- Meet Keystone
- Mini Workshop Series
- Publications/Presentations
- Recommended Resources
- Work at Keystone
- Contact
- NHDLM Materials & Resources
- SD Materials & Resources**

## SD Materials & Resources

*[Click Here for Latest Announcements Regarding the SD AAC/CoP](#)*

**Read the [SD AAC/CoP Mission Statement](#)**

### South Dakota Augmentative and Alternative Communication/Community of Practice (AAC/CoP) Materials

*This South Dakota AAC/CoP-Keystone page has quite a few collaboratively-developed resources. These are arranged into the categories of [Communication](#), [Instruction](#) and [Assessment](#). Even if you aren't from South Dakota, please feel free to use what you find helpful. South Dakota has graciously volunteered to make these available to whomever might find them useful (improving instruction and supporting teachers is what they are all about!).*

*Some of the available materials used the National Center and State Collaborative (NCSC) resources, which were developed under a Federal grant and are publicly available on the [NCSC Wiki](#). See also [ncscpartners.org](#). Keystone Assessment, LLC is not affiliated with the NCSC Project, and the NCSC Project partners did not review or endorse its application of the resources.*

### Communication

### Instruction

### Assessment

# Navigating Keystone's webpage

- If you on assessments it, you will be able to access the Prioritized CCC's from the NCSC WIKI

## Core Content Connectors Prioritized for Assessment



- Prioritized CCCs for [Reading](#), [Writing](#), and [Mathematics](#) – NCSC documents showing the prioritized CCCs in each content area for grades 3-8 and high school; each CCC is shown in relationship to the CCSS it is based within and the Essential Understanding
- Reading/Writing/Mathematics, Grades K-8 and HS – Prioritized CCCs in each content area for each individual grade (grades K-2 are not assessed grades, so there are no prioritized CCCs; instead, all of the CCCs for each of those grades are listed in these documents)

**Reading** ([Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#), [6th Grade](#), [7th Grade](#), [8th Grade](#), and [High School](#))

**Writing** ([Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#), [6th Grade](#), [7th Grade](#), [8th Grade](#), and [High School](#))

**Mathematics** ([Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#), [6th Grade](#), [7th Grade](#), [8th Grade](#), and [High School](#))

## How to Use the Prioritized Core Content Connectors in Instruction

- [So I Have the Prioritized CCCs](#) – Gives a step-by-step process of learning how to use the prioritized CCCs for instruction as well as understanding how they are used in the NCSC alternate assessment
- [Now What Infographic](#) – Gives a flow-type, graphic approach to understanding and then instructing based upon the prioritized CCCs

# SD AAC/CoP created document

- When on the Keystone webpage
- Click on instruction
- Then click on SD Self-Evaluation Tool
- There are various documents and tools that help your teachers
- The SD Self-Evaluation Tool will help your teachers navigate the NCSC WIKI more efficiently







# SD Self-Evaluation Tool

## South Dakota Self-Evaluation Tool for Increasing Understanding & Improving Instruction (based on using the NCSC resources)

No matter what stage you are at in your skill and experience with teaching standards-based instruction aligned to assessment, there are resources that will help you move through that stage and be ready for the next. You can use this self-evaluation tool to link to the resources for which you are ready.

First, self-evaluate on each of the two components of the rubric: *Understanding the CCCs* and *Teaching*. Once you determine your current stage, click on the Mount Rushmore picture to link to the resource(s) that will get you through that stage and ready for the next one.

Start at Stage 1 and move in order to determine where you are beginning. After that, move through the stages in order. The exception will be in the second component, *Teaching*. You may skip Stages 3 and 4 and go directly from Stage 2 to Stage 5 if you do not need more information about using evidence-based, special education instructional techniques.

UNDERSTANDING THE CORE CONTENT CONNECTORS				
STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
				
<p>I need straightforward information on the prioritized CCCs for specific grades.</p>  <p><i>This picture links to Keystone's SD page. Scroll to the second bullet in the Assessment section</i></p>	<p>I have the prioritized CCCs but I need to understand how they relate to the CCSS.</p>  <p><i>This picture links to Keystone's SD page. Scroll to the first bullet in the Assessment section</i></p>	<p>I understand the basics about the prioritized CCCs but I need a refresher about some of the academic concepts content and how they are used in real-world contexts.</p> 	<p>I understand the content and context of the prioritized CCCs but I need to see some examples of how to structure them for students at different levels.</p> 	<p>I want to understand the context of the prioritized CCCs in relationship to the all of the CCCs and the curriculum.</p> 

# School Climate

Students enter schools that are provide  
an environment conducive to learning.

# December Behavior Tip

- <http://k12engagement.unl.edu/links>
- [www.pent.ca.gov](http://www.pent.ca.gov)
- <http://flpbs.fmhi.usf.edu>
- [www.pbis.org](http://www.pbis.org)
- [www.behavioradvisor.com](http://www.behavioradvisor.com)
- <http://www.challengingbehavior.org>
- [www.whatworksclearinghouse.com](http://www.whatworksclearinghouse.com)
- [www.interventioncentral.org](http://www.interventioncentral.org)

# **SAVE THE DATE!**

## **Summer Education Conference**

### **June 28 and 29, 2016**

### **Cedar Shores, Chamberlain**

### **Explicit Instruction with Anita Archer!!**

### **Registration opens in March**

# DATA

- SD-STARS December Newsletter:
  - <http://doe.sd.gov/ofm/documents/1215STARS.pdf>
- Article on “Report spotlight: Special Education Trend”.

# ACCOUNTABILITY

# General Educator Webinars

## How to REACH those you TEACH

- Jan. 11- Disability Categories
- Feb. 1- Differentiated Instruction
- Feb. 29- Behaviors and Behavior Plans
- March 14- Autism Spectrum Disorder



The office of special education is excited to offer webinars that are specifically designed for general educators that will help you reach all students in your classrooms. The past year we received many requests from teachers and administrators asking for professional development in assisting with students with disabilities that who are integrated in the general classroom. Participants will learn tips, tricks, and the basics of special education.

**Continuing Education contact hours are available. 1 hour for 2 webinars, 2 hours for all 4 webinars attended.** Register at GoSignMeUP for webinars.

Find more information at <http://doe.sd.gov/oess/SPED-webinars.aspx> . Contact [Arlene Maxfield](#), South Dakota Department of Education, at (605) 773-2594 with questions.

# Parental Rights and Procedural Safeguards

The 2015 Spanish version of the [\*Parental Rights and Procedural Safeguards\*](#) has been updated on the website.

# Results Driven Accountability

- Core workgroup recently met
  - Refined the risk analysis rubric
  - Identified Activities and Supports
  - Stakeholder meeting will be in February or March
- 2016-2017 SY
  - Select 3 districts to pilot the new process
- 2017- 2018 SY
  - Full implementation of RDA

# COMPREHENSIVE PLANS

# Comprehensive Plan

## **SECTION X: Private School Placements; 34 C.F.R. §§ 300.129 – 300.148; 24:05:31, ARSD 24:05:32**

- The district/cooperative and all member schools/districts will ensure that all responsibilities to children placed in private schools within the jurisdiction of the LEA are met. Consistent with the number and location of children with disabilities within the jurisdiction of the district/cooperative, such students enrolled in private elementary and secondary schools will have provisions made for the participation in programs assisted or carried out under Part B for the purpose of providing special education and related services. Specific references must include:
- Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01
- Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01
- Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01, ARSD.
- Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02

- Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:05
- Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01.06
- Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01.07
- Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02,
- Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02
- Location of services and transportation; 300.139; ARSD 24:05:32:03.03
- Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04

- Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12
- Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13
- Prohibition on separate classes; 300.143; ARSD 24:05:32:11
- Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16
- Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02
- Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

# Comprehensive Plan

## **SECTION XI: Compliance with SEA General Supervision Requirements and Implementation of Procedural Safeguards; 34 C.F.R. §§ 300.149 – 300.150; ARSD 24:05:30:01, ARSD 24:05:20:18; State Complaint Procedures; 34 C.F.R. §§ 300.151 – 300.153; ARSD 24:05:15**

- The district/cooperative and all member schools/districts will ensure compliance with all SEA procedures under general supervision and that programs meet the standards of the SEA. Specific references must include:
- Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:20:18; ARSD 24:05:30:01
- State complaint procedures; 300.151-153; ARSD 24:05:15

# Comprehensive Plan

## **SECTION XII: FAPE Methods of Ensuring Services 34 C.F.R. § 300.154; ARSD 24:05:14:01.03, ARSD 24:05:14:01.06**

- The district/cooperative and all member schools/districts will ensure that public and/or private benefits available to a student with a disability are used appropriately, and that parents incur no cost in the provision of those services necessary for FAPE. Specific references must include:
- Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03
- Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03
- Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06

# TEACHER OR DISTRICT SHARING

- It is your time to shine: help us celebrate teacher and/or district accomplishments by letting your region rep know

# Teacher or District sharing

- Share a positive and appreciate note to your staff and fellow colleagues.

# Birth To 3

- State Systemic Improvement Plan (C-11)

# Next Sped Directors LiveMeeting

**January 19, 2016**

**10:00 CST**

**Topics in January:**